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ABSTRACT

This guide for teachers and teacher aides working with Navajo children is the product of a 3-week workshop for teachers and teacher aides given by the Bureau of Indian Affairs and Arizona Western College in June 1969. It outlines some of the basic differences between Navajo and Anglo culture and defines the liaison role that the bilingual teacher aide can play between these two cultures--between the teachers and the schools on the one side and the parents and children on the other. It also lists the duties that an aide can perform, both inside and outside the classroom, and presents checklists for evaluation of the teacher aide by the teacher, and vice versa. (RT)

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A NAVAJO TEACHER TEACHER-AIDE GUIDE

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For many years the predominently Anglo teacher on the Navajo Reservation has been at a disadvantage because she often lacked an intimate knowledge of the Navajo people and their culture. Confronted by a child speaking a strange language and adhering to foreign customs she often, to the detriment of the child, reacted unsympathetically.

Conversely, the Navajo children and their parents faced a similar problem in understanding the motives and objectives of the Anglo school system and occasionally misunderstandings arose with the ultimate loser, again the child. What was needed was someone to bridge this "culture gap" and interpret the Anglo culture to the Navajo child in terms he could understand and also interpret the Indian culture to the Anglo teacher.

The individual that is now successfully filling this need in the Bureau of Indian Affairs schools on the Navajo Reservation is the Navajo teacher aide. Equally familiar with the language and customs of both cultures, she is eminently qualified to guide the Anglo teacher in her relationship with Indian children and soften the cultural shock of the young Navajo child. She is also able to interpret the objectives of the school to older Navajo parents eliminating some of the minor frictions that sometimes arise over misunderstandings of a cultural nature. In addition to her work in bridging the two cultures, she is performing a wide variety of routine non-professional duties that free the certified teacher to devote more time to the progress of each individual child.

Before teacher aides were introduced into the classrooms, it was the belief of the B.I.A. schools officials that a workshop should be conducted

whereby teachers and their prospective aides would have a chance to become acquainted with each other and examine forthrightly problems of Navajo acculturation and the processes of human relationships. It was also planned that they would gain insights into four areas of importance to elementary school personnel: child growth and development, audio-visual materials and equipment, creative activities and physical education. In June of 1969, sixty teachers and teacher aides gathered at Chuska Boarding School, New Mexico, for a three-week workshop administered by the Bureau of Indian Affairs and Arizona Western College. One result of this workshop was a compilation of the group's thinking on the role of the teacher aide in Navajo Schools.

In the hope that others who will become Navajo teacher aides and also certified teachers who are new to the Navajo Reservation might benefit from the efforts of the workshop's participants, we are publishing this guidebook.

CULTURE

Culture is defined in The American College Dictionary as "the sum total of ways of living built up by a group of human beings, which is transmitted from one generation to another." Culture then includes dress, language, religion, economics, social practices, values, and education. It is acquired after birth rather than being inborn. Edward T. Hall in The Silent Language proposes that culture is "a form of communication" and again "...a mold in which we are all cast, and it controls our daily lives in many unsuspected ways. Culture is a part of every man.

The culture of a people reflects the common core of values accepted by the group which gives meaning to their way of life. This particular way of life has preserved and best served the group and the individuals in the group. This culture has been transmitted by respected and sanctioned persons of the group, all members of which identify with their heritage. This brings a feeling of self-worth. It follows that all cultures are valid. Essential to teaching and more especially to cross-cultural education is that teachers recognize this validity.

Possible differences and advantages of divergent culture, as "Navajo" and "Anglo" have long been neglected. Attention has been paid to conventional behavior as if it existed without reference to culture; considering the person who does not know such facts as an ignoramus. What in many instances has been overlooked is that it is just as dangerous a shortcoming to be ignorant of a culture other than one's own.

Every person considers his language as his most valuable and individual possession. Each of us clings to and enjoys that language. It is the "tool" by which we "reason." If a teacher takes the attitude that his

student is "suffering" culturally and that the student's environment is inadequate for his rearing, that teacher is confusing language as a communicative process.

As a product of his society the Navajo child is taught all he needs to know to subsist in his society. It is only that the teacher should try to help him to subsist in a culturally different society.

It must not be a belief of the teacher that the child's experiences are slight, that his home is devoid of educational material, and most of all, that because he speaks another language and only that language, that he must be unfortunate simply because he does not function in the teacher's world. This is the concept, the fallacy, termed "cultural deprivation."

The following are some significant aspects of the Navajo culture:

1. Housing - Throughout the reservation houses will vary. Most hogans are made from native materials, simply designed and yet warm in cold months and cool in the warm months. At the same location is also usually a one- or two-room frame house. Families with livestock such as sheep, cattle, and goats will need to move to a number of different places in the mountains for grazing. Here again will be another hogan or shelter, a one-room log house usually with a sheep corral and a pile of firewood.

Over the past years, improved farming areas have been cultivated and irrigated. In these areas new houses have been developed with running water, electricity, and other luxuries.

2. Religion - The religion of the Navajo is still retained in a very complicated body of prayers, chants, dances, and sand-paintings that have been handed down. Religious ceremonies are important to Navajos because they protect the people not only in body but in the mind as well. A sing correctly given will bring comfort and security. The teachings of

various Christian groups have been accepted by some, so that the children are expected to follow the teachings of these selected church groups. The children are not forced to attend any church gathering against their parent's desires.

3. Language - Previously the children were discouraged from speaking their own language leaving them void of communication with their teacher. Recent practices have made allowances for the child who comes to school speaking no English, in that the child is free to communicate in his own language as he desires.

4. Values - Language is the most valuable and uniquely individual possession. We cling to it and enjoy it. Through it we convey our thoughts to other persons.

5. Social Aspects - The child coming to school for the first time has to leave his family and extended families, and is put in a situation which is strange to him. At the same time he is speaking a strange language. Some idea of the clan relationships should be understood by the non-Indian.

6. Economic Aspects - The main source of income for the Navajo is derived from livestock, arts and crafts, royalties from oil leases, small businesses, and forest products. Many are employed in both professional and non-professional capacities.

Cultural patterns are the greatest heritage of any group and should be regarded with pride. Every group has a cultural pattern. This pattern has developed to meet the needs experienced by the group. The teacher must understand the conflict in values that the Indian child faces.

The general values which differ between the Indian and non-Indian cultures are worth comparing.

TIME:

Navajo - Time is ever flowing, can't be broken. Exactness of time is of little importance.

Non-Indian - Time is of the utmost importance. It is felt, among non-Indian culture to be good to use time to its fullest extent.

CONCEPT OF "TODAY":

Navajo - The future is uncertain. Nature, which is more important than man, might change anything. This life is what counts--there is no sense that life on earth is a preparation for another life.

Non-Indian - Prepare for the future. Such items as insurance, and savings; plans for trips and vacations show to what extent non-Indians hold this value.

PATIENCE:

Navajo - To have patience and to wait is considered to be a good quality.

Non-Indian - The man who is admired is the one who is quick to act.

AGE:

Navajo - Respect is for the elders. Experience is felt to bring knowledge. Age has priority, though increasing power is going to those who speak English well. Knowledge is power.

Non-Indian - The great desire is to look younger and live longer. Much money is spent to pursue these efforts.

FAMILY:

Navajo - The Indian cultures consider many more individuals to be relatives than do non-Indians. Clan relationships are strong.

Non-Indian - The Navajo is wary of non-relatives and foreigners. Biological family is of utmost importance, and relationships are limited within this group.

WEALTH:

Navajo - Wealth is to be consumed and used as security--always to be shared. Many Indians are suspicious of individuals who collect many material possessions. Some tribes give love gifts and enjoy this practice.

Non-Indian - Non-Indian cultures have measured wealth in terms of material things. Many such possessions often constitute "status symbols" and are considered highly desirable.

NATURE:

Navajo - Man lives in perfect balance with nature. The earth is here to enjoy. Heed signals from nature--learn from animals. Man is an integral part of this universe and must do his part to maintain harmony and balance among the parts of the cosmos.

Non-Indian - Culture here is a constant search for new ways for control and mastery of the elements around. Artificial lakes are made; natural waters are controlled; electricity is generated and controlled. Such accomplishments are looked upon with pride.

To reiterate, the teacher should first of all recognize the validity of all cultures. He should then realize that the Navajo Culture is valid; and that the lack of material possessions or travel does not mean "cultural

deprivation." Also of utmost importance is that the teacher is somewhat familiar with Navajo Culture. He will find his teacher aide an invaluable source of the culture and of the similarities and differences between Navajo and non-Navajo cultures in the United States.

RAPPORT

Webster defines rapport as a relation marked by harmony, conformity, accord or affinity. Any two people, working together as closely as the teacher and teacher aide, must first establish that feeling of harmony or accord if they are to succeed.

Children sense very quickly the feelings that lie underneath actions of those near them. Because of this and its effect on the children, some feelings of mutual understanding must be developed.

Since the teacher is probably the leader of this team, it is up to her to initiate this feeling. She will be the one to understand the importance of unity and harmony and her entire outlook and planning will be with this in mind. Most people respond to sincere, warm feelings of acceptance and are ready to cooperate.

If the teacher and aide feel the bigness of the task and the effect on the children, then it will be easier to fully recognize and accept each as a co-worker in the endeavor. Each will put the other in a favorable position and feel herself accepted and important.

Each will support the other, doing what he feels competent and successful in, complimenting and enforcing the other. The teacher will initiate such feelings and the aide will sense this and respond in like manner. A continuance of this feeling of good will and cooperation will be carried by both if it is sincere. In working together, at different tasks, the two become a unified team meeting the needs of children everyday.

From the first moment in the classroom the aide should begin to feel that she is an important part of the educational process.

She should feel that her position is both important and necessary.

Unless she feels needed and wanted, she may tend to hang back and do very little.

The first few days might well be spent in allowing the aide to get acquainted with classroom routines.

The aide should become involved in daily planning. The teacher should be willing to listen to all suggestions. If they are good suggestions, they should be followed through. By respecting the aide's thoughts and ideas, the teacher will encourage the aide to speak more freely. The aide will soon learn that she will not be judged because of what she says, but that she is adding value to the classroom.

The aide should be made to feel that she is part of the team and that together they can provide a better learning situation. This can probably be established first by team planning. The aide can see that she is an integral part in the classroom and that the child benefits tremendously by her presence.

The dignity which should accompany the job of an aide, and the desired outcomes, can be realized only when she and the teacher have a mutual understanding of exactly what is expected of this new team.

The teacher should assure the aide that one of her roles is to bridge the cultural gap that exists in the classroom; that she, the aide, is closer to the children than the teacher.

The Indian child has needs that are both known and unknown to the classroom teacher. The teacher aide and the classroom teacher should discuss these needs and see that they are met. A Navajo beginner might or might not know how to use toilet facilities at school, he might or might not know that it is offensive to spit on the floor or to eat with his hands. In teaching non-Indian beginners, chances are that the child received that training as a toddler, but a beginning Navajo does not always know

these things. The teacher and the aide can confer. The aide would be able to inform the teacher of the varied things the Navajo child does not usually know and consequently, plan to include these in the routine of instruction.

The teacher and the aide must have a mutual concern to help these children, knowing that whatever needs to be taught, even if they are considered common knowledge, does not show any reflection on the native culture.

The teacher and the aide do not only pre-plan the social graces that a child needs. They also pre-plan the entire academic day. They must plan through frank discussions, and with suggested materials designed to help the child meet his particular need.

The teacher should utilize the aide's strengths. The areas of subject matter that the aide feels stronger in could very possibly be taught even more effectively by the aide than the classroom teacher. An example of this is an experience Mrs. X had with a junior college student who accepted a teacher aide position at a bureau school. Mrs. X had no experience with modern math, but she was an excellent teacher. She knew that the trend was modern math and she felt guilty that she was a teacher of traditional math. After talking with her aide, she learned that the aide had studied modern math in school and really enjoyed the course. The aide felt that she was more skilled with it than any other subject. Mrs. X encouraged the aide to work with the children with modern math, and if Mrs. X had to be away or called from the room, her plan was re-designed for the aide to actually utilize her talent in teaching math. At the end of the year, some of Mrs. X's pupils were rated as outstanding students as a result of tests. If the aide states that she is interested in Language Arts because of being a non-English native speaker, and if she feels weak in that area, the aide can observe the teacher's Language Arts classes and actually grow.

Since the main goal of this handbook is to promote interpersonal communication, it is imperative that the teacher and aide set up an open exchange and work as an instructional team.

This open exchange should work somewhat the way the stock market does. Each member of the team has the option to both buy and sell ideas. One can't always use everything he buys immediately, but it can be stored away to collect value until it can be used.

So it is with this exchange of ideas--some days you'll gain ideas while other days you may give ideas to others. The main guidepoint is to always have an open mind and ears to possible suggestions. There is no place in the system for prejudice or ignorance!

Setting up a good exchange can and will cause the teacher to be very frustrated if she hasn't first established a good working relationship with her aide.

All suggestions should be then evaluated for consideration. Always give sincere praise for any ideas or opinions presented. Everyone likes to know his strengths.

Remember, one good way to destroy the team effort is to have an aggressive, dominant teacher being the wheel and the aide acting as a spoke! Teamwork is of the essence in the total education process.

LIAISON

A teacher aide program in an Indian centered community may best be defined as a multi-purpose school-community ambassadorship. The ambassadorship is a liaison. The person who is an aide will help the teacher establish a close bond or connection of intercommunication with the student, parents, and community.

When the parents visit the school room, they are concerned with what their child is learning. The aide can help the teacher explain the curriculum to the parents; what the child is doing now and how it will benefit him later. If behavorial or health problems occur in classroom, the aide can talk with the parents and try to find the cause or causes. Perhaps something in the home situation is causing the child to behave in a certain manner. By knowing the cause, the teacher may help eliminate the problem. The teacher and aide could make a more detailed profile sheet other than the cumulative folder. This would enable the teacher to have more information on the child and understand him better. The aide could help by talking with the parents and completing the profile sheet. When the visit is over, the aide could get the parents' opinion and attitude toward the school and encourage them to make recommendations. The teacher and aide would also know how to approach the parent on his next visit and help him understand more about the school's function and curriculum. The teacher should place special emphasis on making the parents feel welcome and encourage them to participate in school activities.

One of the dual roles of the aide is to act as a liaison to help the parents to understand the philosophy and program of the school and the

teacher and to help the teacher become more knowledgeable about the omens, superstitions, customs, language and other phases of Indian Culture.

The teacher aide can play this role by arranging proper home visitations for the teacher with the parents. By making these home visitations, the teacher aide with a common language and common background, can often explain the actions and motives of the teacher to the parents who might otherwise misunderstand and misinterpret actions such as classroom programs, why a teacher feels that a child should repeat a grade, or why the teacher feels that a child should be placed in a special school. Through home visitations the teacher with the aide acting as an interpreter may talk with parents to find out how the parents feel about school and their reaction toward the teacher. This will give the teacher a better understanding of how to deal with the students. Through home visitations that have been arranged by the teacher aide, the teacher can get a better view and perhaps a better understanding of the child's background. She can see firsthand the influences which have an effect on the child's experiences, such as living in a remote area, the economy of the family, and the relationship of the family to the child.

It is hopeful that through home visitations the goals of helping the teacher to better understand the child will be met.

Through the use of the aide the parents can be made welcome to visit the the home of the teacher, if she so wishes. By the parents visiting the teacher's home, they may better understand the teacher. These visitations, also, may tend to create a friendly atmosphere between the parents and the teacher. By doing so the parents may feel free to discuss problems with the teacher which indirectly would have an effect on the learning ability of the child. If the parents do not have confidence and respect for the

teacher, problems that could be solved through friendly conversations might be left untouched.

The aide may be a mediator of cultures. The aide should help those of different cultural backgrounds to have an understanding of each other so that they can have a potential working agreement.

If a parent understands what kind of life the teacher leads, such as her religion, values, family structure, housing, clothing, food, and work they can better understand why the teacher does certain things a certain way and vice-versa. There is, first of all, a need for interpreting between the child and the teacher in order to effect a learning situation. The child must understand what and why he needs to do something before doing so. The aide will interpret conversations between the student and teacher, other personnel such as supervisors and principals, between the students themselves, and between the parents and teacher. The aide must use ingenuity in interpreting what the two persons mean--not just what they say. For example, a child may say "I will use this" when he actually means, "May I use this?" Very often a teacher will think the child is impudent, unthinking, or imposing. The aide must also interpret for the parent who does not speak English and who wants to communicate with the teacher, and must also interpret for the teacher who does not speak Navajo.

The aide will be a liaison between the teacher and the community. If respect is shown for the Indian people and their way of life, they, in turn, will respect the teacher and the school much more.

The teacher-aide can help by showing pride and loyalty for the school if and when criticism by parents and other members of the community is made. The aide should explain in a proud, friendly manner the efforts of school employees to educate the Navajo child.

The teacher and teacher aide should maintain a respectful attitude

toward community cultural activities. The aide can, on a voluntary basis, attend or even take the teacher to ceremonials and let her observe them at first-hand. The aide can explain to the teacher that some rituals aren't attended by non-Indians.

IN-CLASS

The teacher-aide is invaluable. Her job is to work in co-operation with the teacher to help meet the many needs of the children in the classroom The teacher can best utilize the teacher-aide by recognizing and using her capabilities.

Here, for your use, is a list of suggestions that may be helpful to the classroom teacher and her aide. However, these are only suggestions and we hope the teacher and aide team will always remain flexible in order to best meet the needs of their particular situation.

I. General Routine

- A. Greeting children and supervising room entry
- B. Supervise the hanging of coats and seating arrangements
- C. Morning opening exercises
  1. Roll call
  2. Pledge - Song
  3. Calendar and weather
- D. Supervise breaks
  1. Restroom
  2. Playtime
  3. Preparation for lunch
- E. Teach good manners
- F. Supervise clean-up time

II. Bookkeeping

- A. Daily records
- B. Permanent records
- B. Permanent record folders under supervision of teacher
- C. Attendance records
- D. Grades
- E. Health records
- F. Other records required by the school

III. Interest Areas

- A. Bulletin boards
- B. Interest Centers
  1. Science Center
  2. Reading Center
  3. Library Center
  4. Health Center

5. Culture Center
6. Play
7. Art
8. Arithmetic

IV. Charts

A. Birthday

B. Calendar and Seasonal

C. Number

D. Daily Schedule

E. Color

F. Seating

V. Materials for Instruction

A. Collect Supplemental Materials

1. Books
2. A.V. Materials
3. Materials for Projects

B. Prepare Supplemental Materials

1. Dittos
2. Materials for Projects

VI. Tutoring

A. Individual

1. Help children who have missed instruction.
2. Help children in problem areas
3. Aid children with independent work

B. Small Groups

1. Reinforce materials introduced by teacher
2. Assist children in group projects

C. Supervise classroom during teacher's absence

VII. Interpreter

A. The aide should be a person to whom the child may go to and speak in his own language

B. The aide should explain the classroom routine and activities to parents who come to visit

C. The aide should reinforce unfamiliar or specific instructions given to the children by the teacher

VIII. Supervisor of Special Activities

A. Special Projects

1. Art
2. Science
3. Social Studies

B. Extra Activities

1. Plays
2. Parties
3. Assemblies
4. Preparation for field trips

We hope you will find these suggestions helpful. However, always remember that the children benefit most from the teacher and aide who co-operate and work together.

OUT-OF-CLASS UTILIZATION OF TEACHER AIDES

The role of the teacher aide in out-of-class situations is as important as all the other aspects of the total school program. Close supervision of the pupils in out-of-class situations is necessary because all pupils need reteaching and possibly new instructions constantly. Repetition is imperative in out-of-class situations just as repetition is imperative in class situations.

We have made some suggestions whereby the teacher aide may be effectively utilized in out-of-class situations. These suggestions are by no means the complete answer to our problem, nor are they limited to all of the things that the teacher and teacher aide may implement in out-of-class situations, but may serve as a guideline in producing a workable, valid, educational program for the pupil.

The aide can assist with playground and gymnasium activities, constantly reinforcing previously taught activities with special emphasis on situational English patterns and established classroom standards. Observations of the shy or insecure pupils should be made by the aide who should encourage these pupils to begin to participate, maybe at first with one pupil, then with two or three, until the shy or insecure child will begin to interact with larger groups.

The aide, especially the native speaking aide, can perform an invaluable service in settling disputes or fights among students, also the above will be applicable in situations involving the aggressive child.

There are many situations in playing where pupils will carry out unsafe actions. To the child this adds zest. Feeling adequate in the active world of childhood requires the ability to control one's age group. Children need ample time in the program of each school day to exploit the qualities

of movement and space with or without equipment. Given proper equipment, space and freedom, children find new ways to use their bodies by discovering how to maneuver on new climbing equipment and physical obstacles.

For example, children often will climb to the top of a slide and swing out on the hand guides. Occasionally they fly off it at an angle, glance off the edge of the slide and injure themselves seriously. The aide may use such an incident for class safely instruction.

In many instances children may have acquired the habit of sharing gum, pop, and candy with their peers. The aide should reinforces the rules of safe health habits previously taught in class.

Alertness on the part of the teacher and aide should be a major aspect in any out-of-class, followup or instructional situation. Dangerous practices such as throwing rocks, tripping fellow playmates, and bat swinging may be prevented. The above are a few of the unhealthful and unsafe acts that may occur.

The aide must be sensitive to children's moods. Sometimes children may not wish to enter into group interaction, but wish to be alone. The aide should be understanding and respect the child's wish for privacy. Another situation where sensitivity is required is being alert to the lonely child who possibly, for some reason, is being ostracized by the other children. The aide should talk to all the children involved and find out where the problem exists.

The playground area and equipment should be periodically checked for danger areas. For the personal well-being of the pupils, the teacher and teacher aide could check for holes caused by inclement weather, broken bottles, large rocks, protruding screws, broken chains, etc.

Children have a keen sense of fair play and like working with a team. These characteristics can be refined with reinforcement in out-of-class situations. Instructions in the use and care of equipment is as essential

as games, free play, and other out-of-class activities. These deficiencies, should be reported to the principal and the student made aware of the danger areas.

A course of first-aid procedures should be included in the aides' training. This will heighten their sense of security and competence in the event that they may have to assist or administer first aid.

Established routine procedures enhance the child's sense of security and a follow-up of these established routine procedures are very essential in out-of-class situations. An example is a follow-up of in-class fire drill safety procedures in out-of-class situations, so that pupils will have a working knowledge of what they can do in case of fire. A follow-up of in-class instruction on dressing appropriately for games, nature walks, and free play will help the child acquire the healthful habit of dressing properly for personal well-being.

The dining room program is an important part of the instructional program also. It is begun in the classroom. However, the success of the in-class instruction depends upon the application. The teacher and teacher aide assume the additional responsibility of application by seeing that pupils consistently follow standards established for dining habits. Thus, the children will be provided with dining experiences which will enable them to feel comfortable and secure in their eating habits, table manners, social behavior, and their abilities to converse during meals. This is another rich opportunity for reinforcing situational English patterns. Notations of these patterns may be made for additional practice in the classroom.

In all schools there are defined school policies, as in other aspects of the school's program, which should be adhered to. For example, if it is

the policy of the school for the teacher to accompany and supervise pupils in defined situations, the aide is indispensable. The children will have someone with them with whom they are well acquainted and they will feel that they can express themselves freely. The aide can reiterate classroom instructions of clinic, hospital, nurse's occupations, and why they exist for the pupil's and the community's benefit. Thus, reinforcing the children's sense of security and letting them know that they are important increases a positive self-image concept within the children.

Supervision of restroom breaks, nature walks, field trips, loading and unloading of the school bus, walking pupils to the dormitory and to the dining room is a consistent responsibility for the teacher and teacher aide in out-of-class situations.

Walking to designed areas previously mentioned need not be done in a strict military fashion, but in a warm, understanding, permissible atmosphere. The responsibility of each individual involved in the team should work for a common goal for all in any out-of-class situation. The primary concern of the teacher and teacher aide is the happiness and well-being of the child.

Out-of-class situations provide many opportunities for related in-class instructions, for example; correlating number concepts, health and safety, science, social studies, and other subject areas used in out-of-class activities provide a rich source of situational English patterns.

Out-of class situations should also involve parental conferences as a follow-up of in-class activities so that the parent will know what the child is being taught and how the child's physical, emotional, and social needs are being met. This will facilitate and strengthen parental confidence and respect for the educational program and the school personnel.

The aide is the one who can bridge this gap most effectively in a

gracious, positive manner in innumerable out-of-class situations. Many school employees with their supervisor's approval and help do organize and operate various clubs to ascertain the goals of the Navajo area educational philosophy. The aide can contribute much in these activities according to his abilities by using situational English patterns and the child's native language skills, where feasible. Some schools' dormitory personnel or community resource people also organize and carry out these important activities. Such organized clubs teach children many concepts and help them in forming values of their choice. The aide, where feasible, may increase pupils interest and desire to participate in these activities and further their concept of a positive self-image. Also, the concepts will be valuable beyond estimation in the child's adult life, because participation in club activities will promote social graces, a sense of belonging, and security throughout his adult life.

A very important function of the teacher aide in out-of-class situation is in the realm of parent, community and dormitory communication. The aide can visit the dormitory, the parents' home, or the local chapter house to discuss a specific child or problem. Since many of the problems will have a cultural background, the teacher aide will have a much better understanding of the entire picture and can help the teacher to understand.

With all sincerity, it is hoped that we have provided a source of information that will serve as a guide in the out-of-class utilization of the teacher and teacher aide for the enrichment of the total school program for the benefit of the child.

EVALUATION AND RESOURCES

From time to time it will be necessary for the teacher-aide team to be evaluated as to its effectiveness. Here is a list which the classroom teacher can use to evaluate the classroom aide. We have listed these items under five separate headings. The aide may be evaluated on a scale from 1 to 5. If the aide is low in certain areas the teacher, seeing the need of the aide, may be able to help her. More specific duties of the aide may be found listed in the suggested resource material at the end of this publication.

CHECK LIST ON AIDES

CULTURE

1. Although the aide is aware of the importance of English in the classroom, she does not degrade the Navajo language or culture.
2. The aide knows when to talk Navajo and when not to.
3. The aide helps the children identify with her.
4. The aide is understanding of her culture and is understanding of other culture groups.
5. The aide is willing to accept change.
6. The aide understands the child's family background and home conditions.
7. The aide is acquainted with the child's religion and beliefs and makes allowance for his superstitions and fears.
8. The aide helps the child to be proud of his culture.
9. The aide encourages children to learn legends of his culture group at home and tell them at school.
10. The aide introduces concepts in Navajo when needed.

RAPPORT

1. The aide works with the teacher as a team member.
2. The aide and the teacher show mutual respect for each other as educators.
3. The aide can accept constructive criticism.
4. The aide evidences good control.
5. The aide willingly carries out the duties assigned to her.
6. The aide feels at ease talking with the teacher and asking for needed help or clarification.
7. The aide accepts responsibility and is dependable.
8. The aide is discrete in discussing activities of the classroom to outsiders.
9. The aide acts in a professional manner at all times.

LIAISON

1. The aide plays a supportive role to the teacher, to the school, and to the Board of Education.
2. The aide directs parents to the teacher for evaluation of the child's performance.
3. The aide serves as a Navajo language interpreter in informal interviews with parents regarding school policies and programs, health programs, student progress and problems.
4. The aide acts as a connecting length between the teacher and the community.

IN CLASS

1. The aide prepares the room, materials, and equipment for the day's activities.
2. The aide procures, sets up, operates and returns instructional equipment.
3. The teacher aide prepares introductions to audio-visual materials to give the children background.
4. The aide types, duplicates, and collects instructional materials, scripts for plays, and skits.
5. The aide helps with the preparation of auditorium plays and programs.
6. The aide builds up resource collections and sends for free and inexpensive materials.
7. The aide makes arrangements for field trips.
8. The aide supervises seatwork, work areas, and clean-up.
9. The aide supervises the classroom when the teacher is out of the room.
10. The aide arranges and supervises indoor games on stormy days.
11. The aide distributes and collects materials for each lesson as needed.
12. The aide handles small groups in follow-up instruction.
13. The aide plans and arranges bulletin boards.
14. The aide displays children's work and maintains a folder of representative work for each child.
15. The aide requisitions supplies under the teacher's supervision.
16. The aide makes reports of all kinds as required in the classroom.

17. The aide qualifies to weigh, measure, and eye-test children.
18. The aide helps in keeping the room clean and orderly.
19. The aide is conscious of the children's safety at all times.
20. The aide sets a good example before the children in language, manners, and in general attitudes.

OUT OF THE CLASSROOM

1. The aide supervises the playground and cafeteria.
2. The aide supervises club meetings.
3. The aide supervises children getting on and off the bus.
4. The aide supervises children during firedrill.
5. The aide helps with supervision of children on walks and field trips.

We have also compiled a check list for the teacher to evaluate himself. The teacher must be aware that if the teacher-aide program is to be successful it will take work and cooperation on the part of both the teacher and the aide. The real indication of competence and success of the program is the reaction of the children to the teacher-aide team and to what they are doing.

CHECK LIST ON TEACHERS

1. The teacher's expectations are the same as those of the aide.
2. The teacher is aware of the purpose of the teacher aide program.
3. The teacher is trained in working with the teacher aide in matters such as motivation, professional ethics, or constructive criticism.

4. The teacher considers her aide part of a team.
5. The teacher helps the children feel that the aide is to be listened to and obeyed.
6. The teacher supports the aide.
7. The teacher extends responsibilities to the aide so as to make the aide feel significant.
8. The teacher plans daily with the aide.
9. The teacher gives directions which are simple enough so that the aide does not become confused as to what is expected of him.
10. The teacher makes an effort to put the aide at ease.
11. The teacher suggests rather than demands.
12. The teacher allows the aide to feel free in saying what he desires or what he would rather not do.
13. The teacher is an innovator.
14. The teacher generates motivation from the aide.
15. The teacher is accepting of and opened to the aide's comments.
16. The teacher observes and comments.
17. The teacher is not jealous of the aide.
18. The teacher has the aide involved in all activities of the classroom so that the children, aide, and the teacher work as a unit.
19. The teacher is aware of the cultural differences that she will encounter in having an Indian aide.
20. The teacher helps the aide to see his position in a hierarchy and his opportunity to advance.